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Developmentally appropriate instructional strategies

MENU Home / Teachers / Professional Development (3 - 5 YEARS) / Providing Developmental Appropriate Learning Reference Points: the standards by which something can be judged. Reference behaviours are those behaviours that are characteristic, and against which most behaviours can be measured developmentally appropriate practices: teaching and learning experiences based on how we know children are learning, based on an understanding of the characteristics of a typically developing executive function of children: all cognitive processes that help a child behave and think in an organized way of self-regulating students: children who have learned to manage strong emotions, control impulses and stay at work with minimal social distraction skills: skills needed for successful interaction. in young children these include making simple decisions, interacting with others in productive ways, and being able to resolve conflicts in the appropriate ways (using their words and negotiating and not being aggressive) Before watching this video, read the text below. When prompted, watch the video from start to finish. Developmental appropriate practices are defined as teaching and learning experiences based on what we know about how children learn at different ages and stages of development. Based on an understanding of the characteristics of a typically developing child and the recognition that children vary within this rule, these practices require careful and appropriate planning. You should find every opportunity to reach out to children in specific ways for each child. Young children tend to be specific thinkers. They can't think in abstract ways. They need active, participatory learning that uses their senses. They need to touch, feel, and participate in experiences. Young children are often self-centered thinkers. They tend to see the world strictly from their point of view. Teachers can help children move beyond their own perspective to understand, appreciate and respond to the perspectives of others. Young children generally have centered thinking. They process one variable at a time. For example, they might see an object with its color or shape, but usually not both at the same time. A good rule of thumb is one step at a time. Instead of inserting two variables into a pattern (color and shape), the teacher asks children to examine the color first. In a later step, children can focus on a second variable. young children tend to confuse appearances (as things seem) with reality (as things are). They might think their thumb is bigger than the moon, because the thumb can cover the moon. In this video you will see teachers provide instructions based on what they know about how young children think. Their knowledge of what is typical development informs the design, activities, conversation and rhythm rhythm As you watch, look for effective strategies used by teachers in the video and note the answers to these viewing questions in the learning log. How do teachers help children learn about abstract ideas in specific ways? How do teachers react to children's centrist thinking as they introduce new ideas? Review Why is it important to provide developmental appropriate learning? Children learn best when adults recognize their individual needs and interests. Children are encouraged to explore what stimulates their curiosity. Like adults, children are actively involved in activities that interest them and invite. Unlocking this curiosity is the key to learning. Young children learn best through a combination of explanation and experience. What strategies can you use to teach children's specific thinking? Encourage children to use their senses to feel, experience, see and experience new things and concepts. Children learn best when they can feel a snakeskin to understand what the word scaly means, walk the distance to see the length of a dinosaur, or hold a turtle shell to measure its circumference. Provide practical experiences to help children explore the world instantly. Then expand the experience. For example: Display real-life objects for children to explore using all their senses. (Hold snake skin; how do you feel; how does it sound when you move it; how does it smell?) Introduce sensory vocabulary. For example, during a turtle shell exploration, enter the words rough, smooth, light, dark, heavy, full, and empty. Then read and display picture books about turtles. Encourage conversations and help curious minds test theories and hypotheses. (How can we say how long the turtle has been; how can we measure how around it is at the top; what words can you think that describe snake skin?) How can you respond to children's centrist thinking -- their tendency to pay attention to one task at a time? Give the children simple instructions, one step at a time. For example, instead of saying Let's make a snowflake pattern using all these colors, break down the instructions into smaller tasks. Let's make a pattern. White, blue, white, blue. What's next? Yes, white. Then what happens after that? Now let's say the pattern. White, blue, white, blue, white. Think about your own program as you answer these reflection questions in the learning log. How the developmental needs of the individual children you work with? What did you learn to do in your learning environment? In order to effectively implement developmentally appropriate practices in teaching and decision-making on children's learning and development, a professional should: Have strong knowledge and understanding of child development. (What can you expect a child to do?) Meet individual children. Children. Is a child interested? What in their lives can affect their learning?) Be aware of the cultural and social expectations of the community in which children live. (What skills and characteristics are valued by the community or are necessary to join the community?) Be deliberate in design and practice. (Why are you doing what you're doing?) Use effective teaching approaches and practices. (What are the best practices? Children's learning circuit. (What is the learning sequence for skills and concepts? Use a variety of teaching methods. (What are children's forms of learning? Recognize that approaches will differ and change. (What works with your current team may not work with your next group or as the group grows. how can you change or customize activities, environment, and teaching?) Be a lifelong student. (What inspires you; what do you want to know more?) The implementation of PREP is an ongoing process and an evolving approach to teaching. Here are some ideas to keep learning about PREP and strategies and approaches for using PREP in your program. PREP: Continuous Learning Learning about PREP is an ongoing process. As an early learning professional, you will benefit from exploring the breadth of PREP in cultivating the overall development of children (social/emotional, physical, cognitive, spiritual, and cultural) and its role in guiding approaches to teaching. This means that you will embrace continuous professional development through discussions with other professionals, professional reading and monitoring of professional development opportunities. It also requires time spent

reviewing the curriculum, activities, and environments - all programs - to assess whether or not what was actually offered is PREP. The use of reflection in conjunction with the elements of PREP – suitability for the child's development, individual suitability, social/cultural suitability – provides many tools for making good decisions for each child. From the National Association for The Education of Young Children (NAEYC) Tip pages from Penn State Better Kid Care: Strategies and Approaches to Implementing Developmentally Appropriate PREP Practices, the five key areas of early learning practices often emerge as a star, with each point representing a key area. All areas are interconnected and all are important to help children learn and develop successfully. As early childhood, decision-making on every aspect is an important responsibility. Community of Students Provide nurturing, loving, responsive, joyful, and safe care. Create consistent and loving relationships between children, families and communities. Value and respect to all members of the community. Celebrate and embrace diversity, reflecting the cultures of children in the classroom and to open positive partnerships with families and colleagues to support children's learning and development. Focused on building self-confidence, self-regulation and problem-solving skills, Teaching offers both learning experiences starting with children and learning experiences aimed at teachers. Respond to children's ideas by offering material, documentation (samples of their work, photos, etc.), and thoughtful conversation based on their ideas, skills and knowledge. Draw for hands in experiences where children learn by doing. Plan enough time for children to fully explore and engage (as well as rethink) their interests. Build children's learning by adding activities that challenge children and expand on what they can do. Curriculum Identify and define key learning goals for individual children and the program. Develop a curriculum framework based on child development, individual learning and children's cultures in your group and reflect learning goals. Use the box for planning activities, experiences, and routines. Present rich content, focused work/centre areas and internal and external environments that have important links to children's interests, curiosities and development. Allow flexibility in programming. Evaluation Evaluate what is appropriate for children developmentally, individually and culturally. Use evaluation tools that allow you to evaluate children in an authentic, continuous and intentional way. Develop an evaluation information collection and collection system. Use the results to plan, make decisions, communicate with families and other colleagues, and identify children who may need additional learning support. Gather information from many sources, including families, children and other teachers. Families Welcome all families to the program and invite them to participate in various ways. Work in partnership with families. Respect and recognize family goals and choices for their child. Include families in the design for their children. Respond to family concerns. Be familiar with community programs and support families by referring them to additional services as needed. In order to take effective decisions on practices for each sector, professionals must be reflective and intentional. Take the time to reflect on children, and your interactions. Think about what happened, what worked, what didn't, and surprises. Be appropriate in your planning for children, in developing policies and procedures, in environmental planning, and in your approach. Think about why you're doing what you're doing, keeping your vision and goals for kids in mind. Effective decision-making will guide you in choosing the best strategies to meet the needs of children and families. TIPS 14-2 14-2 14-2

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